

Lesson Plan Format

EUP ISD Workshop June 27-29, 2011

Slavery as an Economic Tool

Lesson Overview:

This lesson is about how slavery has been used as tool throughout history to build empires. It also shows the human repercussions and invites students to understand why this intensely negative condition of man could be so accepted throughout most of the world.

Objectives:

Students will be able to: understand the nature of slavery and how the United States was built as a world power using slavery as an economic tool.

(Non-LOC websites) Students will be able to: Understand how various empires of the eastern hemisphere have used slavery and coerced labor to build their empires (covered with a different lesson but still part of the GLCE).

Standards:

7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.

7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

Time Required: 2 to 3 class periods

Recommended Grade Level(s): 7th Grade

Topic(s):

Slavery

Economics

Labor

Primary Products (economic)

Secondary Products (economics)

Primary sources

Secondary sources

Era: Early American History

Preparation:

Materials:

Primary Resources Guides: <http://www.loc.gov/teachers/usingprimarysources/guides.html>
(enough for each student)

A way to project images for students to see them.

Writing rubrics (enough for each student)

Resources:

- **Primary Resources Guides:**
<http://www.loc.gov/teachers/usingprimarysources/guides.html>
- **Slave –holders bill of sale:** [http://memory.loc.gov/cgi-bin/query/r?ammem/fawbib:@field\(DOCID+@lit\(bmc0187\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/fawbib:@field(DOCID+@lit(bmc0187)))
- **distribution of the slave population of the southern states:** [http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field\(NUMBER+@band\(g3861e+cw0013200\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3861e+cw0013200)))
- **Slave auction:** <http://www.loc.gov/pictures/item/98510266/>
- **Inspection of a Slave:**
<http://lcweb2.loc.gov/service/pnp/cph/3a10000/3a17000/3a17600/3a17639t.gif>
Larger image: <http://0.tqn.com/d/africanhistory/1/0/z/l/SlaveInspection.jpg>

Procedure:

Activity 1 –

- KWL – Slavery
 - Try to focus why countries/peoples would allow slavery and what the benefit is to the nation. Students would already understand the personal benefits to having a slave (ex. a person they could force to do their homework) so the challenge will be getting them to focus on the national/cultural (especially economic) level.

Activity 2

- Distribute the Primary Resources Guides to students. Ensure that students understand how to use this tool. Model if necessary after you begin.
- Begin with this question: “What are primary and secondary documents”? As you show each picture, allow students to debate whether primary or secondary.
- Show the documents (all pictures) from the Library of Congress in this order: *Slave Inspection*, *Slave Auction*, *Slave-auction Bill of Sale* and *distribution of the slave population of the southern states*.
 - Points to make sure are covered:
 - There is a story in slavery (and in these pictures). One of capture, confinement, transport and finally complete hopelessness. Make sure students understand those concepts as best they can. I have tried simulations with these ideas but it extremely difficult for anyone that has our current level of personal freedoms to

understand state sponsored slavery. Most male students nearly always come to the conclusion, “I would fight until I died” (*easy words to say when one isn’t actually dying*).

- Direct students toward the “state sponsored” ideas of slavery. Why would a country want to do this? What nations or cultures have practiced slavery on the past? This is a great spot for an exercise called the **5 levels of why**. Each time students give you an answer to why a country would want to practice slavery, ask the question “why would they want to do that (or why is that)”? Be sure to explain that you are trying to understand the question more deeply by asking “why” over and over, otherwise students may think you are patronizing them.
- Eventually, students should get to the economics of slavery. Make sure students understand that people were willing impose slavery and inflict that level of harm onto other humans (many cultures did their best to view slaves as non-human), to gain the irresistible short-medium term economic gain associated with slavery. Pretty much the same thing as asking why people sell extremely harmful if not deadly drugs to other people? The allure of money (it’s just not state sponsored).
- When you are done with the LOC pictures. It is very important that you debrief with students and bring the discussion back to the individual effects of slavery so students can see the whole picture.
- Address the Primary Resources Guide again. This is a great time to show what your completed notes look like (document scanner works well if you have one). Give students the time to add details they might have missed. Add details to your guide that you might have missed. Ask students to peer edit for details and allow time for adjustments.

Extension Activities:

Evaluation:

- Teacher Option 1 (more abstract and challenge level is higher)
 - You are part of a worldwide court set up to try the United States during the early part of the nineteenth century to decide if slavery should be made illegal be allowed to be kept in place.
 - Choose a side. Either for or against slavery and argue why that side should prevail. Remember to make sure you squash the potential (try and think about what your opponents would argue) arguments from your opponents while making it very clear why your side is the only “correct” answer.
 - Use notes from our discussion, Primary Resources Guides or online scholarly material (may need to define this if you haven’t already done so).
 - Your arguments can be verbal or written. You must get teacher permission before starting. This decision will be based on need and developing “growth” in the student.
 - Distribute rubric to participants of this option before they start so they understand the all the goals.
 - Of course, students are going to want to have a class debate on the topic once they are finished. I always wait to let them come up the idea and pretend to put up a fuss a little before I give in.
 - You will want to have debate rubric ready to go just in case this happens.

- Teacher Option 2 (less abstract more flexible)
 - Answer this question in written form (could also go verbal, drawing, or even kinesthetic (play or model) depending on needs of the student)).
 - Tell us, what's so bad about being a slave? Slave owners would often try and make it seem like a nice simple life with food, water and shelter provided. Explain why you would not want to be a slave.
 - Create a paragraph to answer, Name some reasons some countries allowed slavery and explain why.
 - Explain how slavery helped the United States to become more powerful.
 - Any of the above option will require a standard writing rubric or specialized rubric if other than other than writing.
 - Have students peer edit. Ask option 1 students to edit. Option 2 people may very well provide ideas to the option 1 people they may have missed and the option 2 people get students that are typically better writers. Both groups get something out of it.